

## EDUCATIONAL EXAMINERS BOARD[282]

## Adopted and Filed Emergency

Pursuant to the authority of Iowa Code section 272.2, the Board of Educational Examiners hereby amends Chapter 13, “Issuance of Teacher Licenses and Endorsements,” Chapter 14, “Special Education Endorsements,” and Chapter 18, “Issuance of Administrator Licenses and Endorsements,” Iowa Administrative Code.

The amendments to Chapters 13, 14 and 18 had earlier been proposed under Notice of Intended Action; however, the amendments were inadvertently not included in the rule making that reorganized the rules. Thus, the Board is adopting these amendments to complete the reorganization.

The Board finds, pursuant to Iowa Code section 17A.4(3), that notice and public participation are unnecessary because these amendments have already been published under Notice of Intended Action.

The Board also finds, pursuant to Iowa Code section 17A.5(2)“b”(2), that the normal effective date of the amendments should be waived and these amendments should be made effective upon filing with the Administrative Rules Coordinator on October 12, 2009, as the Board of Educational Examiners has the authority under Iowa Code section 272.2 to establish the requirements for licenses.

The Board of Educational Examiners adopted these amendments on October 2, 2009.

These amendments are intended to implement Iowa Code chapter 272.

These amendments became effective on October 12, 2009.

The following amendments are adopted.

ITEM 1. Amend subrule 13.28(24) as follows:

**13.28(24) *Talented and gifted teacher-coordinator.*** ~~Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas. Practitioners licensed and employed after August 31, 1995, and assigned as teachers or coordinators in programs for the talented and gifted will be required to hold this endorsement.~~

*a. Authorization.* The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the talented and gifted from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.

*b. Program requirements—content.* Completion of 12 undergraduate or graduate semester hours of coursework in the area of the talented and gifted to include the following:

- (1) Psychology of the gifted.
  1. Social needs.
  2. Emotional needs.
- (2) Programming for the gifted.
  1. Prekindergarten-12 identification.
  2. Differentiation strategies.
  3. Collaborative teaching skills.
  4. Program goals and performance measures.
  5. Program evaluation.
- ~~(3) Administration and supervision of gifted programs.~~
- (4) (3) Practicum experience in gifted programs.

NOTE: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.

*c. Other.* Individuals who were licensed in Iowa prior to August 31, 1995, and were allowed to teach talented and gifted classes without completing the endorsement requirements must complete the endorsement requirements by July 1, 2012, in order to teach or continue to teach talented and gifted classes. A waiver provision is provided through the board of educational examiners for individuals who have been successfully teaching students who are talented and gifted.

ITEM 2. Amend rule 282—13.29(272) as follows:

**282—13.29(272) Adding, removing or reinstating a teaching endorsement.**

**13.29(1) Adding an endorsement.** After the issuance of a teaching license, an individual may add other endorsements to that license upon proper application, provided current requirements for that endorsement have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared.

a. No change.

b. *Additional requirements for adding an endorsement.*

(1) In addition to meeting the requirements listed in rules 282—13.18(272) and 282—13.28(272), applicants for endorsements shall have completed a methods class appropriate for teaching the general subject area of the endorsement added.

(2) Practitioners who are adding an elementary or early childhood endorsement and have not student taught on the elementary or early childhood level shall complete a teaching practicum appropriate for teaching at the level of the new endorsement.

~~(2)~~ (3) Practitioners who are adding a secondary teaching endorsement and have not student taught on the secondary level shall complete a teaching practicum appropriate for teaching at the level of the new endorsement.

~~(3)~~ (4) Practitioners holding the K-8 endorsement in the content area of the 5-12 endorsement being added may satisfy the requirement for a the secondary methods class and the teaching practicum by completing all required coursework and presenting verification of competence. This verification of competence shall be signed by a licensed evaluator who has observed and formally evaluated the performance of the applicant at the secondary level. This verification of competence may be submitted at any time during the term of the Class B license. The practitioner must obtain a ~~two-year~~ Class B license while practicing with the 5-12 endorsement.

**13.29(2)** No change.

ITEM 3. Amend subrule 14.1(2) as follows:

**14.1(2) Adding special education instructional endorsements to Iowa licenses.**

a. and b. No change.

c. If the applicant holds the K-8 special education endorsement for the 5-12 endorsement area being added, the applicant may satisfy the ~~requirement~~ requirements for a the secondary methods class and the student teaching experience by completing all the required coursework and presenting verification of competence of teaching a minimum of two years while properly licensed. This verification of competence shall be signed by a licensed evaluator who has observed and formally evaluated the performance of the applicant at the secondary level.

d. No change.

ITEM 4. Amend rule 282—18.4(272) as follows:

**282—18.4(272) General requirements for an administrator license.**

**18.4(1)** No change.

**18.4(2) Specific requirements for an initial administrator license.** An initial administrator license valid for one year may be issued to an applicant who:

a. Is the holder of or is eligible for a standard license; and

b. Has three years of teaching experience; and

c. Has completed a state-approved ~~administrator education~~ PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)) at a college or university approved by the state board of education or the state licensing agency in the individual's preparation state; and

d. Is assuming a position as a ~~school district administrator~~ PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has ~~one year~~ two years of out-of-state or nonpublic administrative experience; and

e. Has completed an approved human relations component; and

- f. Has completed an exceptional learner component; and
- g. Has completed an evaluator approval program.

ITEM 5. Amend rule 282—18.5(272) as follows:

**282—18.5(272) Specific requirements for a professional administrator license.** A professional administrator license valid for five years may be issued to an applicant who: ~~completes the requirements in subrule 18.4(2) and has successfully completed one year of administrative experience in Iowa or has two years of administrative experience out of state.~~

18.5(1) Completes the requirements in 18.4(2) “a” to “g”; and

18.5(2) Successfully meets each standard listed below:

a. *Shared vision.* An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The administrator:

(1) In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

(2) Uses research and best practices in improving the educational program.

(3) Articulates and promotes high expectations for teaching and learning.

(4) Aligns and implements the educational programs, plans, actions, and resources with the district’s vision and goals.

(5) Provides leadership for major initiatives and change efforts.

(6) Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

b. *Culture of learning.* An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. The administrator:

(1) Provides leadership for assessing, developing and improving climate and culture.

(2) Systematically and fairly recognizes and celebrates accomplishments of staff and students.

(3) Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.

(4) Monitors and evaluates the effectiveness of curriculum, instruction and assessment.

(5) Evaluates staff and provides ongoing coaching for improvement.

(6) Ensures that staff members have professional development that directly enhances their performance and improves student learning.

(7) Uses current research and theory about effective schools and leadership to develop and revise the administrator’s professional growth plan.

(8) Promotes collaboration with all stakeholders.

(9) Is easily accessible and approachable to all stakeholders.

(10) Is highly visible and engaged in the school community.

(11) Articulates the desired school culture and shows evidence about how it is reinforced.

c. *Management.* An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. The administrator:

(1) Complies with state and federal mandates and local board policies.

(2) Recruits, selects, inducts, and retains staff to support quality instruction.

(3) Addresses current and potential issues in a timely manner.

(4) Manages fiscal and physical resources responsibly, efficiently, and effectively.

(5) Protects instructional time by designing and managing operational procedures to maximize learning.

(6) Communicates effectively with both internal and external audiences about the operations of the school.

d. *Family and community.* An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. The administrator:

(1) Engages family and community by promoting shared responsibility for student learning and support of the education system.

(2) Promotes and supports a structure for family and community involvement in the education system.

(3) Facilitates the connections of students and families to the health and social services that support a focus on learning.

ITEM 6. Amend subrule 18.10(3) as follows:

**18.10(3) *Administrative experience.***

a. The applicant must have had three years of experience as a building principal ~~or other PK-12 or area education agency administrative experience.~~

b. Other administrative experience: PK-12 or area education agency administrative experience is acceptable if the applicant acquires the three years' experience while holding a valid administrator license.

[Filed Emergency 10/12/09, effective 10/12/09]

[Published 11/4/09]

EDITOR'S NOTE: For replacement pages for IAC, see IAC Supplement 11/4/09.